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ABSTRACT

This document lists and describes materials developed by the National Center for the Development of Training Materials in Teacher Education and designed to be used in the acquisition of teaching skills. Nine products from the center are listed. The following characteristics are cited for each entry: primary developers, product description, materials provided, equipment required, stage of development, usage, time requirement, and person to contact for further information. The names of the products described are: (a) Teaching for Mastery I; (b) Teaching for Mastery II; (c) Question Asking; (d) Sequencing Instruction; (e) Developing Skills for Teaching Oral Vocabulary; (f) Analysis and Skills in Teacher-Pupil Interaction; (g) Concepts, Patterns and Skills in Teacher-Pupil Interaction; and (h) Making Drawings That Teach. (JA)

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National Center for the Development of Training Materials in Teacher Education

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Products of the National Center

Foreword

One of the original and continuing objectives of the National Center for the Development of Training Materials in Teacher Education has been the development and production of materials designed to be used in the acquisition of teaching skills. The materials that have been and are being developed under partial or full support from the National Center are described in this brochure. Information is provided for the potential user on purpose and format, stage of development, special conditions of use, and time required for training. The name and address of each developer is included so that the user may contact him for information about a particular set of materials. In many cases, the developer would be happy to arrange for trial use of the materials. Ultimately, however, plans are for all materials produced through the National Center to be distributed through educational and commercial channels.

This brochure describes materials that vary markedly in format and objectives. Encouragement of such diversity has been a deliberate policy of the National Center intended to enlist maximum interest and effort on the part of each developer and to explore some of the varying dimensions of teacher training materials. Most of the materials are usable, even ideally suited for in-service training; all are appropriate for pre-service training although a few of these require access to public school pupils.

A distinguishing characteristic of the products described in the brochure has been the emphasis on evaluation in their preparation. Extensive developmental and field testing has been the rule rather than the exception. Each developer cited within this brochure can provide information on his evaluation efforts. Evaluation results may also be occasionally reported in the publication series of the National Center Acquiring Teaching Competencies: Reports and Studies.

David Gliessman, Director
National Center
March 20, 1974

Product: Teaching for Mastery I

Primary Developers: James R. Okey and Jerome Ciesla

Product Description: Teaching for Mastery is a self-instructional program designed to teach pre- and in-service teachers to implement Bloom's "mastery learning" strategy in teaching science and mathematics. A five-step plan for increasing the achievement of students is presented. The major skills to be developed to reach this goal are (1) learning to prepare and administer diagnostic tests on stated objectives at frequent intervals and (2) learning to direct students in remedial work as needed. Frequent opportunities for practice and feedback are provided; self-tests with answers are available for each section.

Materials
Provided: Printed self-instructional manual.

Equipment
Required: None.

Stage of Development: Extensive try-outs have been conducted with both pre- and in-service teachers. Materials are presently available for trial use on a limited basis. Formal publication and distribution is anticipated in the near future.

Usage: Teaching for Mastery is designed for individual use by pre-service or in-service teachers, primarily in the areas of science and mathematics.

Time Requirement: The program requires approximately 5 hours to complete.

For Further Information Contact:

Dr. James R. Okey
School of Education
Indiana University
Bloomington, Indiana 47401

812-337-3468

Product: Teaching for Mastery II

Primary Developers: Lee Ehman and Ronald Van Sickle

Product Description: Teaching for Mastery in Social Studies is based on the original Teaching for Mastery materials developed by James R. Okey and Jerome Ciesla for the science and mathematics areas. The social studies' version differs from the original in its use of social studies examples throughout. Otherwise, it is like the original version in conception and format. Based on Bloom's "mastery learning" strategy, it includes frequent occasions for feedback and self-testing in a self-instructional format.

Materials
Provided: Printed self-instructional manual.
Audiotape cassettes.
Filmstrips.

Equipment
Required: Audiotape cassette recorder.
Filmstrip viewer or projector.

Stage of Development: Initial field trials have been completed; a revised version is presently being field tested.

Usage: These materials are intended primarily for in-service social studies teachers.

Time Requirement: The materials are self-instructional and time commitment is, therefore, quite flexible. Average time to completion is approximately 6 hours.

For Further Information Contact:

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Product: Question Asking

Primary Developers: James R. Okey, Donald Humphreys, Lance Bedwell.

Product Description: Question Asking is a self-instructional package designed to train teachers to ask questions at a variety of intellectual levels and to help teachers learn to aid students in responding at various levels. The levels discussed are based on Bloom's Taxonomy; the product format is essentially like that used in the Teaching for Mastery materials (self-instructional with frequent feedback and self-testing). These materials are designed primarily for elementary and junior high school teachers.

Materials Provided: Printed manual and exercises.
Audiotape cassette.

Equipment Required: Audiotape cassette recorder.

Stage of Development: A first draft of Question Asking has been used in a field trial. Based on the results from this trial, a second version has been prepared and is being field tested in the Spring of 1974.

Usage: Because of the necessity for at least small groups of children for use as subjects, the package is intended primarily for use by teachers in in-service or "practice teaching" settings.

Time Requirement: Question Asking is self-instructional and time involvement is, therefore, flexible. On the average, however, a commitment of 4 to 5 hours is required for completion of the package.

For Further Information Contact:

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Product: Sequencing Instruction

Primary Developer: James R. Okey and Martin Goodson.

Product Description: A module currently under development, entitled Sequencing Instruction, is designed to train elementary of junior high school teachers to sequence their instructional objectives, learning tasks, and teaching materials. This product integrates audio-visual materials with an accompanying manual in a format whereby students engage in practice exercises, receive feedback, and finally test themselves with answers readily available.

Materials Provided:
- Printed manual.
- Audiotape cassettes.
- Color slides.

Equipment Required:
- Audiotape cassette recorder.
- Slide projector.

Stage of Development: SI in first version form will be available by June, 1974. First field trials are scheduled for midyear 1974. Materials provided in the final product will include filmstrips (or slides), audiotapes, and an accompanying manual.

Usage: These materials are suited for pre- or in-service teachers and may be used individually or in groups.

Time Requirement: Time requirements will range from 3 hours when used self-instructionally to somewhat longer when used with groups.

For Further Information Contact:

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Product: Developing Skills for Teaching Oral Vocabulary

Primary Developer: James D. Walden

Product Description: DSTOV provides a set of diagnostic and instructional materials to train teachers to instruct elementary school children evidencing oral vocabulary deficits. It consists of three segments:

a. Diagnostic Segment - materials to aid in the identification of children having oral vocabulary deficits.
b. Instructional Segment - materials for teacher-pupil use in remediation.
c. Evaluative Segment - materials for measurement of growth and change in oral vocabulary development following instruction.

Materials Provided: Printed materials.
Audiotape cassettes.
Color slides and black-white photographs.

Equipment Required: Audiotape cassette recorder.
Texture board.
16mm. slide projector.

Stage of Development: DSTOV is presently in the second phase of field testing; it should be available for trial use on a limited basis by September, 1974.

Usage: DSTOV is designed for use by a teacher in interaction with an individual child or with a small group of children.

Time Requirement: Teacher preparation time - 2 to 3 hours.

Class use time - primarily dependent on pace achieved by the child, DSTOV is extremely flexible. Time expenditure may be from two to six weeks.

For Further Information Contact:

Dr. James D. Walden
Room 120
2805 E. Tenth Street
Bloomington, Indiana 47401

812-337-1013

Product: Analysis and Skills in Teacher-Pupil Interaction

Primary Developers: Laurence D. Brown, Jerome Ciesla, Maurice Hendrickson, Gary M. Ingersoll, Joy Kleucker, James R. Okey, James D. Walden

Product Description: This pilot product is a multi-media set of materials designed to develop skilled performance in conducting classroom interaction. The specific skills emphasized are probing individual pupil responses and encouraging pupil responding. The classroom context is elementary reading although the skills themselves are useful in other subject areas. Consists of two sections: an Analysis Section, to develop the basic concepts and a Skills Section, to develop the specific skills.

Materials Provided:

a. Analysis Section - Printed manual for independent study.
Two 16mm. motion picture films.

b. Skills Section - Printed manual for independent study.
Audiotape cassette.
16mm. motion picture film.

Equipment Required:

a. Analysis Section - 16mm. motion picture projector.

b. Skills Section - 16mm. motion picture projector.
Audiotape cassette recorder.
Audiotape cassette (blank).

Stage of Development: Available for trial use on a limited basis.

Usage: These materials are designed primarily for pre-service training. A small group of elementary students is needed for the final phase of training in the Skills Section. The format provides for independent study or independent work in small groups.

Time Requirement:

a. Analysis Section - Approximately three hours.

b. Skills Section - Approximately six hours.

For Further Information Contact:

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Product: Concepts, Patterns and Skills in Teacher-Pupil Interaction

Primary Developers: David Gliessman and Katharine Scheid

Product Description: An extension and revision of the pilot materials in classroom interaction, these materials focus on such teaching skills as the use of approval, probing pupil responses, and asking productive questions. It consists of a Protocol Section to develop the basic interpretive concepts and a Skills Section to develop the related teaching skills. The concepts and skills pertain to both elementary and secondary teaching in a variety of subject matter areas.

Materials Provided:

a. Protocol Section - Printed overview for instructors.
Nine 16mm. motion picture films.
One 16mm. test film.

b. Skills Section - Printed manual for students.
Two audiotape cassettes.

Equipment Required:

a. Protocol Section - 16mm. motion picture projector.

b. Skills Section - Audiotape cassette recorder.
Audiotape cassette (blank).

Stage of Development: The Protocol Section is completed and available for field testing; the Skills Section is in revised form and should be available for field testing by September, 1974.

Usage: Although designed primarily for pre-service training, these materials should also be useful in in-service settings. The Protocol Section is designed for use by an instructor or trainer with a group of trainees; the Skills Section is self-instructional. Use of the Skills Section requires availability of a small group of elementary or secondary students for the microteaching phase.

Time Requirement: For the Protocol Section, one hour to several hours depending upon the number of films used and the thoroughness of discussion. For the Skills Section, four hours.

For Further Information Contact:

Dr. David Gliessman
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Product: Making Drawings That Teach

Primary Developer: Howard Levie

Product Description: This set of materials is aimed at the development of basic skills in drawing and illustration that are useful in classroom instruction. It emphasizes information on the materials and tools of drawing and provides training in such skills as copying, drawing shapes and lines, shading, and representing depth.

Materials Provided: Four 16mm. or Super 8 motion picture films.
Printed manual.

Equipment Required: 16mm. or Super 8 motion picture projector.

Stage of Development: The printed manual is completed and available for field testing. The motion picture films should be available for limited field testing by Fall, 1974.

Usage: These materials are suitable for use in both in-service and pre-service settings. They are particularly appropriate for elementary level teachers. Although the printed manual and films are coordinated, each does serve a different purpose and thus may be used alone. The manual is self-instructional and is intended to develop the basic skills of drawing and illustration. The films are particularly appropriate for group presentation and are informational in purpose.

Time Requirement: Since the manual is self-instructional, overall time to complete the material will vary with the user. The range could be from 3 to 10 hours. The films require a total showing time of 45 minutes.

For Further Information Contact:

Dr. Howard Levie
Student Services M107
Indiana University
Bloomington, Indiana 47401

812-337-1293

Product: Problem Posing

Primary Developer: Gary M. Ingersoll

Product Description: While educators repeatedly call for problem based curricula, little has been said about how one generates problems. It is to that concern that this package is addressed. The primary objective of these materials is to train teachers in the use of a specific problem solving heuristic (attribute listing) that can be applied to the manipulation of problems. The materials in the package are intended to be used in an instructor based training setting. They may be viewed as a set of adjunct elements that can be recombined in a way that best fits the needs of an individual instructor. To aid the teacher trainer, an instructor's manual offers a problem posing model and supporting activities.

Materials Provided: Two 16mm. motion picture films.
Instructor's manual.

Equipment Required: 16mm. projector.
An overhead projector may be useful for presenting some of the materials included in the manual.

Stage of Development: The materials will be available for field testing by May, 1974.

Usage: The materials in this package are intended for use in both pre-service and in-service training. The skill is appropriate to a model of teaching which emphasizes creative problem solving.

Time Requirement: Approximately 3 hours.

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